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CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

This research is an experimental research. According to Gay (2000, p.367) experimental research is the only research that can test hypotheses to establish cause and effect relationship.

According to Creswell (2012, p.309) states an experimental is “the traditional approach to conduct quantitative research, whether it influences an outcome or dependent variable”. The design of this research is quasi experimental non-equivalent with pre-test and post-test control group design. It included assignment, but not random assignment of participants to group. This research consisted of two variables; the independent variable is symbolized by “X” that is using explicit instruction strategy and dependent one is “Y” that refers to reading comprehension. The research is carried out of the eleventh grade at senior high school Budi Dharma Dumai.

There are two variables that become the focus of this research, independent and dependent variable. The independent variable is a variable that influences other variables and the dependent variable is affected by the independent variable.

According to Creswell (2012, p.309) the type of this research can be design as follows:

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Table III.1
Non-Equivalent Control Group Design

Group	Pre-test	Treatment	Post-test
E	O 1	X	O 2
C	O 3	-	O 4

Where:

- E = experimental group
- C = control group
- O1 and O3 = pre-test to experimental group and control group
- X = receive the treatment using explicit instruction strategy
- O2 and O4 = post-test to experimental and control group

B. Time and Location of the Research

The research was conducted at Senior High School Budi Dharma Dumai. It was located on Bintan Street, Dumai. This was conducted from April to May 2018.

C. Subject and Object of the Research

The Subject of this research the eleventh grade students of senior high school Budi Dharma Dumai in the academic year of 2017/2018 While the object of this research wasteaching English using explicit Instruction strategy on students' Reading Comprehension of the eleventh grade at Senior High School Budi Dharma Dumai.

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D. Population and Sample

1. The population of the research

The population of this study was the eleventh grade students at Senior High School Budi Dharma Dumai. There were fifth-grade classes, two classes of science by 52 students and three classes of social by 72 students. Those are XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2, XI IPS 3. The total number of the population was 124 students. The following was number of population:

TABLE.III.2

Population of The Research

No	Classes	Students
1	XI IPS 1	25
2	XI IPS 2	23
3	XI IPS 3	24
4	XI IPA 1	26
5	XI IPA 2	26
Total		124

2. The sample of the research

To keep homogeneity in the sample, the researcher was chosen IPA classes to be taken as the sample by using cluster sampling. According to Gay & Airasian (2002, p. 129), cluster sampling select based on group not individually, all the member of selected group have similar characteristics. It means that the subject of this research has same material, the same grade in teaching of these classes. In this research, the researcher took the group by using lottery. The researcher made the paper

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rolls and then selected it randomly. The paper which thrown out was choose as an experimental class and the other was a control class.

The result found that XI IPA 1 class, become the experimental class and XI IPA 2 class become the control class. The sample of the research is 52. The specification of the sample can be seen on the table below:

TABLE.III 3
The Sample of The Research

No	Classes	Total	
1.	XI IPA 1	26 students	Experimental group
2.	XI IPA 2	26 students	Control group
Total sample		52 students	

E. The Technique of Collecting Data

The researcher applied the techniques to determine the result of the teaching-learning process by using explicit instruction strategy, the researcher was used a test as an instrument to collect data. The test was divided into two ways:

1. Pre-test is use to determine students' reading comprehension before getting treatment.
2. Post-test is use to determine students' reading comprehension after getting the treatment, post-test is carried out once, after treatment, to get maximum result.

In giving the assessment, the researcher correlated it to the goal or purpose of the reading in curriculum. The technique using by writer was

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multiple choices. According Hughes (1992, p.120) that there are many techniques that can assess the students' reading comprehension; one of them is multiple choice techniques. The researcher was used multiple choice techniques consisting of 20 items. Multiple choice techniques are a technique design by using four choices and the participants choose one of the correct answer. This technique can assess the students' reading comprehension.

TABLE III.4
The Blueprint of Pre-test

No	Indicators	Number of items	Total
		Multiple choice	
1	Identify specific information of text.	3,9,15,19	4
2	Find out main idea of the text.	1, 6,13,16	4
3	Find out vocabulary of the text.	2, 8,12,18	4
4	Infer meaning of an unknown word from the text.	4, 7,11,17	4
5	Identify the reference of the text.	5, 10, 14,20	4
Total			20 Items

TABLE III.5
The Blueprint of the Post-test

No	Indicators	Number of items	Total
		Multiple choice	
1	Identify specific information of text.	5,8, 13,19	4
2	Find out main idea of the text.	3,6, 11,16	4
3	Find out vocabulary of the text.	2, 9,12,18	4
4	Infer meaning of an unknown word from the text.	1, 7,14,17	4
5	Identify the reference of the text.	4, 10,15 ,20	4
Total			20 Items

On the other hand, according to Arikunto (2009, p. 245) the rule of scoring will be conducted based on the following table:

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TABLE III.6
THE CLASSIFICATION OF THE STUDENTS' SCORE

Score	Categories
80-100	Very good
66-79	Good
46-65	Enough
40-45	Less
0-39	Fail

F. Validity and Reliability

1. Validity

Hughes (1989, p. 22) stated that a test is said to be valid, if it measures accurately what it is intended to measure. In addition, validity is about a test or an instrument which measures accurately what it wants to measure. It means that the instrument should cover up all the indicators which we want to measure.

Brown (2004, p. 22) mentioned that there are five types of validity, they are content-related evidence, criterion-related evidence, construct-related evidence, consequential validity and face validity. Among all kinds of validity, the content validity was the most appropriate to measure the instrument. In term of content validity, Brown (2004, p.22) stated that it refers to the content of the test provide samples about the subject matter are being measured. It means that the researcher have to design the test based on the material that they had learned.

Before the tests were given to the samples, the tests were tried out in order to obtain validity and reliability of the tests. It

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was determined by finding the difficulty level of each item. The item of difficulty was determined as the proportion of correct responses. The formula for items of difficulty can be seen follows(Arikunto, 2009p. 209):

$$P = \frac{B}{JS}$$

Where:

P = Difficulty level

B = the number of correct answer

JS = Students tasking test

TABLE.III.7
The standard level of difficulty

Proportion correct (p)	Item category
$P > 0.70$	Easy
$0.30 \leq p \leq 0.70$	Mean
$P < 0.30$	difficult

The formula above was used to find out the difficulties of each item test that writer gave to the respondents. The items that did not reach the standard level of difficulty were excluding from the test and they were changed with the new items that were appropriate. The items are accepted with facility values between 0.30 and 0.70. It is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then the proportion is represented by P, whereas the proportion incorrect is represented by Q.

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TABLE.III.8
Students are able to identify specific information

variable	Identify specific information				N
Item No	3	9	15	19	20
Correct	13	12	13	14	
P	0.65	0.60	0.65	0.70	
q	0.35	0.40	0.35	0.30	

Based on the table above, item number 3 shows the proportion of correct answer 0.65, item number 9 shows the proportion of correct answer 0.60, item number 15 shows the proportion of correct answer 0.65, item number 19 shows the proportion of correct answer 0.70. based on the standard level of difficulty " p " < 0.30 and " q " > 0.70, it was found that item difficulty in average of each item number for identify specific information was accepted.

TABLE.III.9
Students are able to find out main idea of the text

variable	main idea of the text				N
Item No	1	6	13	16	20
Correct	12	11	13	11	
P	0.60	0.55	0.65	0.55	
q	0.40	0.45	0.35	0.45	

Based on the table above, item number 1 shows the proportion of correct answer 0.60, item number 6 shows the proportion of correct answer 0.55, item number 13 shows the proportion of correct answer 0.65, item number 16 shows the proportion of correct answer 0.55. based on the standard level of difficulty " p " < 0.30 and " q " > 0.70, it was found that item difficulty in average of each item number for main idea of the text was accepted.

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TABLE.III.10

Students are able to find out vocabulary of the text

variable	vocabulary of the text				N
Item No	2	8	12	18	20
Correct	13	14	12	11	
P	0.65	0.70	0.60	0.55	
q	0.35	0.30	0.40	0.45	

Based on the table above, item number 2 shows the proportion of correct answer 0.65, item number 8 shows the proportion of correct answer 0.70, item number 12 shows the proportion of correct answer 0.60, item number 18 shows the proportion of correct answer 0.55. based on the standard level of difficulty “p” < 0.30 and “q” > 0.70, it was found that item difficulty in average of each item number for vocabulary of the text was accepted.

TABLE.III.11

Students are able to infer meaning of an unknown word from the text

variable	infer meaning of an unknown word from the text				N
Item No	4	7	11	17	20
Correct	12	12	12	13	
P	0.60	0.60	0.60	0.65	
q	0.40	0.40	0.40	0.35	

Based on the table above, item number 4 shows the proportion of correct answer 0.60, item number 7 shows the proportion of correct answer 0.60, item number 11 shows the proportion of correct answer 0.60, item number 17 shows the proportion of correct answer 0.65. Based on the standard level of difficulty “p” < 0.30 and “q” > 0.70, it was found that item

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difficulty in average of each item number for infer meaning of an unknown word from the text was accepted.

TABLE.III.12

Students are able to identify the reference of the text

variable	infer meaning of an unknown word from the text				N
Item No	5	10	14	20	20
Correct	13	14	13	13	
P	0.65	0.70	0.65	0.65	
q	0.35	0.30	0.35	0.45	

Based on the table above, item number 5 shows the proportion of correct answer 0.60, item number 10 shows the proportion of correct answer 0.70, item number 14 shows the proportion of correct answer 0.60, item number 20 shows the proportion of correct answer 0.50. Based on the standard level of difficulty “p” < 0.30 and “q” > 0.70, it was found that item difficulty in average of each item number for identify the reference of the text was accepted.

2. Reliability

A test must be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Brown (2004) said that a reliable test is consistent and dependable. It means the test should be similar result when the tester gives the same test to the same respondent on two different occasions. According Cohen et,al (2007) the guidelines for reliability are as follows:

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Table III.13
Category of Reliability

no	Reliability	Category
1.	>0.90	Very highly reliable
2.	0.80-0.90	Highly reliable
3.	0.70-0.79	Reliable
4.	0.60-0.69	Minimally reliable
5.	<0.60	Unacceptably low reliability

In this research, the researcher used software SPSS 17 version to calculate the reliability of the test. There result of multiple choice test reliability is as follows:

Table III.14
Reliability Statistics

No.	Cronbach's Alpha	N of Items
1.	.886	20

The reliability of test was 0.886. it is categorized into highly reliable level.

G. The technique analysis data

In analyzing the students' reading comprehension, the researcher used standard minimum score (KKM) of English lesson in Senior High School Budi Dharma Dumai. It was 70 for students' reading comprehension. It means that for those who got score ≥ 70 , they pass the standard minimum score (KKM). While for those who got score < 70 they don't pass the standard minimum score (KKM).

In analyzing the data, the researcher used the statistical calculation of independent sample T-test formula. The independent sample T-test used to fond out the significant difference of using Explicit Instruction Strategy towards students' reading comprehension at eleventh grade at senior high school Budi Dharma Dumai the data analyzed by using SPSS 17.0 version.